

Língua Inglês

Volume 9



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Accesse o livro digital e
conheça os objetos digitais
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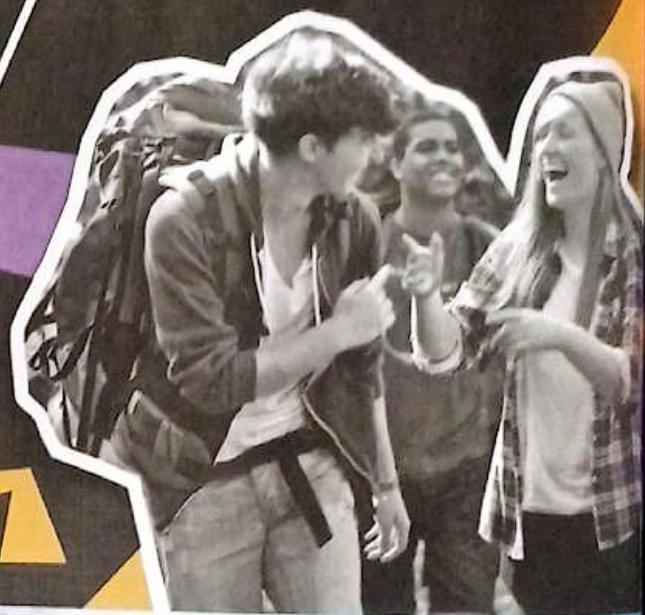
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World Heritage Sites



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Get ready

Look at the photo and the title of the unit. Then answer the following questions.

1. The Statue of Liberty was given to the USA as a gift. Who do you think gave it to them?
2. Do you know what these statues represent?
3. Which of these iconic landmarks would you rather visit? Why?

...if you have ever wanted to travel around the world, this is your chance. You will be taken on a tour to some of the most visited places around the globe. You will also learn what a World Heritage Site is, what it takes to be one, and what the pros and cons of being granted such a status are. This unit is illustrated by articles, cartoons, and a travel guide. Welcome aboard and have a safe trip.

Connections

1. Look at the pictures of different World Heritage Sites. Based on them, what do you think a World Heritage Site is? Check (✓) the best definition.



Great Barrier Reef



Machu Picchu



The Great Wall



Stonehenge



Acropolis



Taj Mahal



Lake Baikal



Ha Long Bay

- a) () A World Heritage Site is an area or place of cultural or natural significance that can only be visited by 3,000 people a year.
- b) () A World Heritage Site is an area or place of cultural or natural significance that is deemed to have outstanding universal value and is therefore worthy of protection.
- c) () A World Heritage Site is an area or place of cultural or natural significance that is deemed to have local value and is therefore not worthy of protection.

2. Look at the countries in the box below and match them with the places from activity 1.

3. Try and classify the World Heritage Sites listed previously according to the following criteria.

Country	World Heritage Site
Russia	
India	
England	
Australia	
Vietnam	
Peru	
China	
Greece	

Natural significance	Cultural significance



1. What does it take to become a World Heritage Site? Check (✓) the best ending(s) to the following sentence.

In order to make the World Heritage List, a site must...

- a) () be famous.
- b) () meet at least one out of ten selection criteria.
- c) () be voted so unanimously.
- d) () be pretty.
- e) () meet the requirements of management, protection, and integrity.

2. You are going to read an excerpt of an article about what it takes to become a World Heritage Site. As you read, check your answers to activity 1.

Selecting UNESCO World Heritage Sites

Although a country technically retains official ownership of World Heritage sites within its borders, UNESCO states that the sites belong to everybody. Using that definition, you and I hold stock in 660 cultural sites, 166 natural sites and 25 mixed properties [source: UNESCO]. We are partial owners of the Great Wall, Venice and Vatican City. Feeling giddy yet? You can also lay claim to Independence Hall, the Grand Canyon and the Great Barrier Reef. Pretty cool.

A site must meet at least one of these ten selection criteria to make the World Heritage List. The first six criteria relate to cultural sites, while the remainder relate to natural ones. A summary of these criteria is listed below, followed by an example of a site that qualifies in that category.

1. Represents an architectural masterpiece, such as the **Sydney Opera House**, which illustrates a feat of engineering and modern design with its shell structure.
2. Displays an important exchange of human values, like the **Speyer Cathedral**, which dates back to the Holy Roman Empire and served as the burial place of German emperors.
3. Bears unique or exceptional testimony to a cultural tradition or civilization. An example is the **Agra Fort** in India, a 16th century

monument that houses a number of palaces and mosques.

4. Exemplifies a type of building that illustrates a significant stage in human history. **The Megalithic Temples of Malta**, a group of seven giant temples on the islands of Malta and Gozo that show the importance of temple-building, qualified for this criterion.
5. A traditional human settlement that is an outstanding representation of a culture, especially one that has survived despite environmental pressure. **The Curonian Spit**, a long sand peninsula in the Baltic Sea, was made a World Heritage site for people's efforts to stop its erosion since prehistoric times.
6. Associated with events or living traditions of outstanding universal significance, such as the **Hiroshima Peace Memorial**, the only building standing after the atomic bomb exploded over the city in 1945.
7. Contains fantastic natural phenomena or areas of exceptional natural beauty, such as the majestic Kilimanjaro National Park, which is home to myriad endangered species.
8. Illustrates major stages of earth's history, such as the **Messel Pit Fossil Site** in Germany.

ownership: the state of owning something.

borders: lines separating countries or states.

remainder: rest.

masterpiece: example of excellence.

feat: great achievement.

settlement: a small group of people living in a place where few or no people have lived before, a colony.

outstanding: impressive, great, remarkable.

myriad: a large number of.

which contains well-preserved fossils from the Eocene period that are more than 30 million years old.

9. Captures significant ongoing ecological and biological processes in the development of communities of plants and animals. Shirakami-Sanchi, the last remaining stand of Siebold's beech trees in northern Japan where 87 species of birds live, meets this criterion.

10. Contains important natural habitats for conserving biological diversity, such as the Okapi Wildlife Reserve, which is home to some of the last remaining okapi – a relative of the giraffe – among other animals.

[source: UNESCO]

Along with the above criteria, management, protection and integrity of nominated sites also factor into the decision.

[...]

HORTON, Jennifer. *What is a World Heritage site?* Available at: <<http://adventure.howstuffworks.com/world-heritage-site1.htm>>. Accessed on: 13 Feb. 2015.

3. Read the excerpt again and decide if the following statements are true (T) or false (F).

- a) () A mixed site has both cultural and natural significance.
- b) () There are more criteria for natural sites than for cultural sites.
- c) () If a site meets two out of the ten selection criteria, it cannot become a World Heritage Site.
- d) () Messel Pit Fossil Site in Germany is a natural site.
- e) () Okapi is a type of plant.
- f) () You can find palaces and mosques in India.

4. Read the excerpt again and check (✓) the options that best answer the following questions.

- a) Which word best replaces "giddy" in paragraph 1?

- I. () disappointed II. () excited III. () intelligent IV. () impatient

- b) Which phrase does not refer to "ownership"?

- I. () belong to III. () lay claim to
II. () hold stock in IV. () environmental pressure

5. There are five steps to becoming a World Heritage Site. Read the following paragraphs and put them in order.

[...]

- () Once a site has been nominated and evaluated, it is up to the intergovernmental World Heritage Committee to make the final decision on its inscription. Once a year, the Committee meets to decide which sites will be inscribed on the World Heritage List. It can also defer its decision and request further information on sites from the States Parties.

[...]

- () A nominated property is independently evaluated by two Advisory Bodies mandated by the World Heritage Convention: the International Council on Monuments and Sites (ICOMOS) and the World Conservation Union (IUCN), which respectively provide the World Heritage Committee with evaluations of the cultural and natural sites nominated. The third Advisory Body is the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), an intergovernmental organization which provides the Committee with expert advice on conservation of cultural sites, as well as on training activities.

[...]

- () The first step a country must take is to make an "inventory" of its important natural and cultural heritage sites located within its boundaries. This "inventory" is known as the Tentative List, and provides a forecast of the properties that a State Party may decide to submit for inscription in the

next five to ten years and which may be updated at any time. It is an important step since the World Heritage Committee will only consider a nomination for inscription on the World Heritage List if the property has already been included on the State Party's Tentative List.

[...]

- () To be included on the World Heritage List, sites must be of outstanding universal value and meet at least one out of ten selection criteria. These criteria are explained in the Operational Guidelines for the Implementation of the World Heritage Convention which, besides the text of the Convention, is the main working tool on World Heritage. The criteria are regularly revised by the Committee to reflect the evolution of the World Heritage concept itself. Until the end of 2004, World Heritage sites were selected on the basis of six cultural and four natural criteria. With the adoption of the revised Operational Guidelines, only one set of ten criteria exists.

[...]

- () By preparing a Tentative List and selecting sites from it, a State Party can plan when to present a nomination file. The World Heritage Centre offers advice and assistance to the State Party in preparing this file, which needs to be as exhaustive as possible, making sure the necessary documentation and maps are included. The nomination is submitted to the World Heritage Centre for review and to check it is complete. Once a nomination file is complete the World Heritage Centre sends it to the appropriate Advisory Bodies for evaluation.

[...]

NOAA. Heritage: World Heritage Convention. Available at: <http://www.gc.noaa.gov/gcil_heritage-convention.html>. Accessed on: 14 Feb 2015.

6. What places in your city have natural or cultural significance? Discuss with your classmates.



Focus on listening



1. Match the pictures of World Heritage Sites in Brazil with their corresponding captions.

a)



c)



e)



b)



d)



Rio de Janeiro: Carioca Landscape between the Mountain and the Sea

Iguaçu National Park

Brasília

Historic Town of Ouro Preto

Brazilian Atlantic Islands: Fernando de Noronha and Atol das Rocas Reserves

2. You are going to listen to Edward Wilson talking about his visit to one of the sites from activity 1. Which site did he visit? 



3. Listen again and decide if the following statements are true (T) or false (F). 

- a) ☐ Edward has visited Brazil twice.
- b) ☐ Edward visited Foz do Iguaçu in 2014.
- c) ☐ It took him 11 hours to get to Foz do Iguaçu.
- d) ☐ Edward has seen the waterfalls only from the Argentinian side.
- e) ☐ Edward's terrified of heights.
- f) ☐ Edward's never had the chance to visit Parque das Aves.

4. Put Edward's tourist activities in the order they are mentioned. Number the items from 1 to 5. 

- ☐ visited Parque das Aves
- ☐ saw the waterfalls from the walkway
- ☐ went rafting in the waterfalls
- ☐ flew over the waterfalls in a helicopter
- ☐ visited Itaipu Dam

5. Which piece of information is true according to the listening passage?

- a) ☐ Edward is not into trying new things.
- b) ☐ Edward fell off the raft.
- c) ☐ Edward is dating a Brazilian girl.
- d) ☐ Edward wants to visit Brazil again.
- e) ☐ Edward has family in Brazil.

6. Check (✓) the picture that illustrates a bird's eye view of the waterfalls.

a) ☐



c) ☐



b) ☐



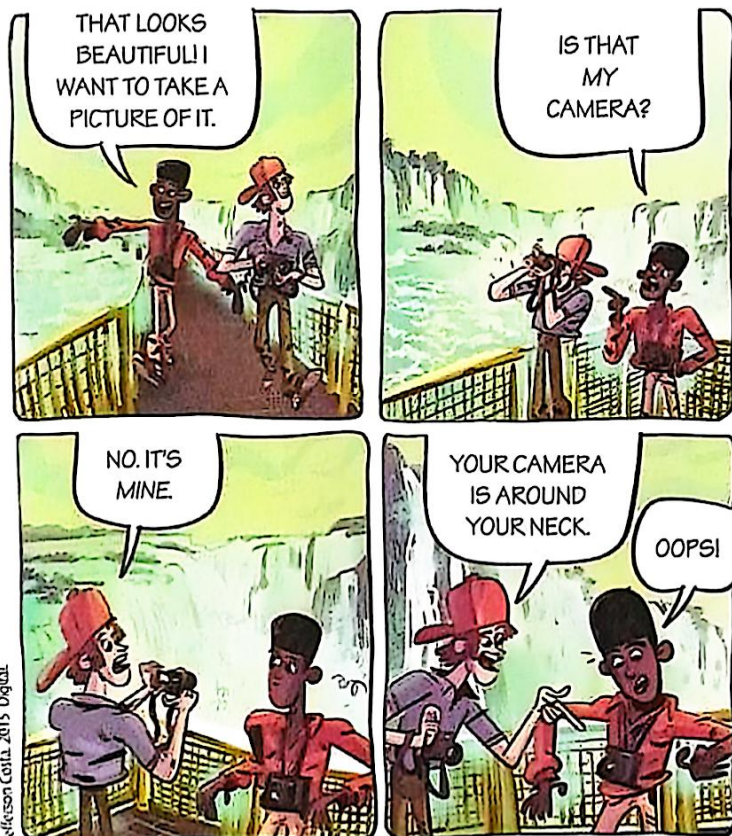
d) ☐





Possessive pronouns

1. Read the comic strip below and discuss the difference between my and mine.



Pay attention!

Possessive adjectives are used before nouns or noun phrases while **possessive pronouns** are never followed by nouns or noun phrases.

Possessive adjectives	Possessive pronouns
my camera	mine
your camera	yours
his camera	his
her camera	hers
its camera	-----*
your camera	yours
our camera	ours
their camera	theirs

*There is no possessive pronoun **its**.

Example: The dog is sleeping **in its** bed. ✓

The dog is sleeping **in its**. X

2. Fill in the blanks with possessive adjectives or possessive pronouns.

- _____ (my/mine) favorite sight in Brazil is the Iguaçu National Park, but _____ (her/hers) is the statue of Christ the Redeemer.
- Don't touch that camera. It's not _____ (your/yours).
- Our airplane landed in New York at 5 a.m., but _____ (their/theirs) didn't get in until much later.
- Marcus is visiting Rio de Janeiro with _____ (his/her) family next weekend.
- We visited Stonehenge last month! Would you like to see _____ (our/ours) pictures?
- This ticket is not _____ (my/mine).

3. Check (✓) the sentences that contain possessive pronouns.

- () This is my first time in Brasília.
- () Which camera is yours?
- () This seat is not mine. I asked for a window seat, not an aisle seat.
- () Their house has been visited by a large number of people.
- () It's not just their responsibility to conserve this place. It's ours, too.
- () Let's go camping with Joe and his friends.

4. Check (✓) the sentence that is true about the use of the pronouns shown in the picture.



©Shutterstock/pander64

- a) () In the picture, *his* replaces *his towel*.
- b) () The pronoun *his* always refers to a woman.
- c) () The pronoun *hers* may refer to more than one person.
- d) () In the picture, *hers* and *his* are used to replace the word *towel*.
- e) () In the picture, both *hers* and *his* can be correctly replaced by *her* and *his* respectively.

Passive voice

5. Look at the following sentences and discuss the difference between the active voice and the passive voice.

Active voice

Subject (doers of the action)

Verb (action)

Object (receiver of the action)

Brazil and Argentina

share

the waterfalls.

Passive voice

Object
(receiver of the action)

Verb (action)

Subject (doers of the action)

The waterfalls

are shared

by Brazil and Argentina.

6. Now look at the table below and do the following activities.

Verb tense	Active voice	Passive voice
Simple present	Argentina and Brazil share the Falls area.	The Falls area is shared by Argentina and Brazil.
Present continuous	People are renovating the Statue of Liberty.	The Statue of Liberty is being renovated .
Simple past	Lucio Costa and Oscar Niemeyer planned and developed Brasilia.	Brasilia was planned and developed by Lucio Costa and Oscar Niemeyer.
Past continuous	They were feeding the birds in the Parque das Aves.	The birds were being fed in the Parque das Aves.
Present perfect	The police have arrested him for killing endangered species.	He has been arrested for killing endangered species.

Pay attention!

The passive voice is a structure used when the doer of the action is

- not known:
This house was built in 1920.
- not important:
I'm so happy that this monument has been renovated.
- or obvious:
The burglars were arrested last night.

When the doer of the action is somewhat important, but the writer wants to place more importance on the receiver of the action, the passive voice is also used.

- The Mona Lisa was painted **by Leonardo Da Vinci** in the 16th century.

When the focus is taken away from the doer of the action and placed on the receiver of the action, this gives the text a sense of impartiality, thus making the passive voice a common structure in newspapers and magazines.

a) What is the basic structure of the active voice?

- () Doer of the action + verb + receiver of the action
- () Receiver of the action + verb + receiver of the action
- () Verb + receiver of the action + doer of the action
- () Receiver of the action + doer of the action + verb

b) Which option shows the basic structure of the passive voice?

- () Doer of the action + verb + receiver of the action
- () Receiver of the action + verb + receiver of the action
- () Receiver of the action + be + past participle (+ by + doer of the action)
- () Doer of the action + be + past participle (+ by + doer of the action)

c) What is true about the form of passive voice sentences?

- () The word order is not changed from active to passive voice.
- () The verb be is always used in its base form.
- () The verb be must be always conjugated in the same verb tense of the active voice sentence.
- () The doer of the action is always known.

d) Which preposition is used when the doer of the action is mentioned in the passive voice?

- () by
- () with
- () to
- () for

7. When is the passive voice used? Check (✓) all that apply.

- () When the doer of the action is more important than the receiver of the action.
- () When the doer of the action is not known.
- () When the receiver of the action is more important than the doer of the action.
- () When the receiver of the action is obvious.

8. Which option shows the following sentence in the passive voice?

Auguste Bartholdi designed The Statue of Liberty in the 19th century.

- () The Statue of Liberty is designed by Auguste Bartholdi in the 19th century.
- () Auguste Bartholdi was designed by The Statue of Liberty in the 19th century.
- () The Statue of Liberty has been designed by Auguste Bartholdi in the 19th century.
- () The Statue of Liberty were designed by Auguste Bartholdi in the 19th century.
- () The Statue of Liberty was designed by Auguste Bartholdi in the 19th century.

Pay attention!

Not all verbs can be used in the passive voice, only transitive verbs (verbs that take an object). Intransitive verbs (verbs that do not take an object) do not allow for the passive voice.

- You can't stay in the park overnight. (Stay can't be used in a passive sentence because it is an intransitive verb.)

9. Which sentence best goes with the image below?



- a) () The seagulls should be fed.
- b) () The seagulls shouldn't be fed.
- c) () The seagulls will be fed.
- d) () People are allowed to feed the seagulls.
- e) () Seagulls are fed regularly in this area.

10. Which sentence can't be used in the passive voice?

- a) () The Portuguese built this house in the 16th century.
- b) () Nobody can touch the painting.
- c) () There is a sloth sleeping in that tree.
- d) () People must take their shoes off before they enter the temple.
- e) () People can't take pictures here.

11. Write the following sentences in the passive voice.

- a) They inaugurated the Sydney Opera House in 1973.

- b) They included the Sydney Opera House in the National Heritage List in 2005.

- c) They are repainting the building.

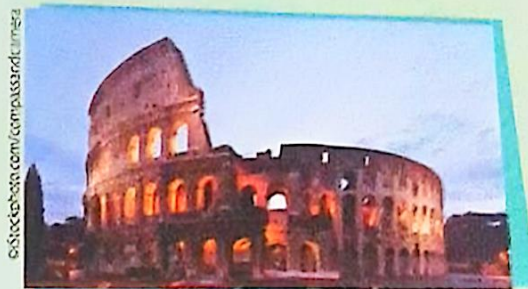
- d) John has never visited a World Heritage Site.

- e) Kristopher was taking a picture.

- f) This place fascinates me.

- g) Elliot and Cody collect souvenirs from World Heritage Sites.

12. Fill in the blanks below with the passive voice of the verbs in brackets.



[...]

The Roman Colosseum or Coliseum, originally known as the Flavian Amphitheatre,

(commision) in AD 72 by Emperor Vespasian. It _____

(complete) by his son, Titus, in 80, with later improvements by Domitian.

The Colosseum is located just east of the Roman Forum and _____

(build) to a practical design, with its 80 arched entrances allowing easy access to 55,000 spectators, who were seated according to rank. The Coliseum is huge, an ellipse 188m long and 156 wide. Originally 240 masts

_____ (attach) to stone corbels on the 4th level.

Just outside the Coliseum is the Arch of Constantine (Arco di Costantino), a 25m high monument built in AD 315 to mark the victory of Constantine over Maxentius at Pons Milvius.

Vespasian ordered the Colosseum to be built on the site of Nero's palace, the Domus Aurea, to dissociate himself from the hated tyrant. His aim was to gain popularity by staging deadly combats of gladiators and wild animal fights for public viewing. Massacre was on a huge scale: at inaugural games in AD 80, over 9,000 wild animals _____ (kill).

[...]

ROMAN Colosseum. Rome Info. Available at: <<http://www.rome.info/colosseum/>> Accessed on: 17 Feb. 2015



Research projects

In small groups, choose a World Heritage Site from a foreign country. Research its history and present it to your class. Which selection criterion or criteria does it meet?



Focus on speaking

1. What might the pros and cons of becoming a World Heritage Site be? Discuss with your classmates.
2. Now you are going to read an excerpt about a World Heritage Site. How was it affected by this status?

Useful language

The pros/cons of being a World Heritage Site are...

I think...

I believe...

I'd say that...

[...]

In many cases, the designation of sites has allowed them to be kept open to the public and restored sensibly; however, in some cases, it seems like a site becoming a World Heritage Site has done more harm than good.

[...]

A great example of this is Luang Prabang in Laos.

Located on the banks of the Mekong River, Luang Prabang is one of the world's most beautiful towns. Towering golden-roofed temples dot the landscape amid dozens of hotels, coffee shops, and Italian restaurants.

Each morning, local monks wake up at dawn, pull on their saffron robes, and make their way through the city streets collecting their food for the day from the faithful. Unfortunately, this ritual has been disturbed by tourists. Instead of watching peacefully from afar, snapping discreet pictures, many interrupt the peaceful scene by getting in the way. In fact, it's gotten so bad that the monks threatened to quit the tradition.

The government didn't step in to solve the problem, instead, they threatened to replace the monks with actors in an effort to keep the tradition up for tourists.

Of course, UNESCO isn't directly responsible for this problem, but they did create it by designating the city a World Heritage Site without providing the necessary support to help the city manage the influx of tourism.

[...]



DISCUSS: Is UNESCO Ruining Our World Heritage? *Tripologist*. 19 June 2013. Available at: <http://tripologist.com/discuss/unesco-ruining-our-world-heritage/>. Accessed on: 17 Feb. 2015.

1. Read the excerpts taken from a travel guide and, for each of them, rewrite two pieces of information using the passive voice.

a)

Colosseo/Palatino – Anfiteatro Flavio

Built at the site of Nero's lake below his extensive palace the Domus Aurea, and completed by Titus in AD 80, l'*Anfiteatro Flavio* was the largest arena of the ancient world used by the Romans for gladiatorial combats, and other spectacles until 6th century.

COMUNE di Roma. Rome: Nov. 2008. p. 9.



b)



Appia Antica

Known to one and all for its picturesque views and enchanting atmosphere, also widely portrayed in international literature and painting, the *Appia Antica* Way is witness to the ages with its illustrious monuments.

COMUNE di Roma. Rome: Nov. 2008. p. 8.

2. Now, choose a landmark in your city or region and write down an excerpt to a travel guide about it using the passive voice.



Everyday issues

What skills should an architect have? Discuss with your classmate, then read the following excerpt and find out.

[...]

Architects create designs for new projects, alterations and redevelopments. They use their specialist construction knowledge and high level drawing skills to design buildings that are functional, safe, sustainable and aesthetically pleasing.

Architects stay involved throughout the construction process, adapting their plans according to budget constraints, environmental factors or client needs. As such, they operate as part of an overall project team; they work closely with a range of construction professionals from quantity surveyors to building services engineers.

[...]

Key skills for architects

- Excellent communication skills, both written and oral
- High levels of creativity, imagination and vision
- A keen interest in the built environment and the dedication to see projects to their conclusion
- Willingness to work long hours, under time and budget pressure
- Excellent design and drafting skills and proficiency with computer-aided design (CAD)
- Strong mathematical skills
- A keen eye for the detail of specific tasks, combined with an understanding of how such specifics fit in with the project as a whole
- Organisational, project management and planning skills, including the ability to juggle multiple tasks
- An analytical mind with excellent problem-solving ability
- Leadership skills as well as the ability to work well within a team of other professionals



ARCHITECT: job description. *Target Jobs*. Available at: <<https://targetjobs.co.uk/careers-advice/job-descriptions/277573-architect-job-description>>. Accessed on: 17 Feb. 2015.

pleasing: attractive, appealing, agreeable.

constraints: limitations.

keen: strong, intense.

juggle (to juggle): do more than one thing at the same time.



Challenge yourself

1. (UNIFENAS – MG)

The active voice of: "Wolves have been seen in the streets" is:

- a) Someone sees wolves in the streets.
- b) Someone have seen wolves in the streets.
- c) You have been seen wolves in the streets.
- d) People have seen wolves in the streets.
- e) People had seen wolves in the streets.

2.

[...]

In 1956, Juscelino Kubitschek de Oliveira is elected President and creates the Company of Urbanization of the New Capital (NOVACAP). Kubitschek invites a young architect, Oscar Niemeyer, to command the project. In the same year of 1956, the work on site starts. In 1957, a public contest is won by urbanist Lúcio Costa, who presented the innovative ideas for the design of the new capital [...]

Juscelino Kubitschek, or JK, had the motto "fifty years in five"; his plan was to make Brazil grow during his five-year term as much as the previous fifty years:

[...]

Juscelino was so obsessed with the idea of being founder of Brasília, that he officially opened the city on April 22 1960, before it was finished.

[...]

HISTORY of Brasília. About Brasília. Available at: <<http://www.aboutbrasil.com/facts/history.php>>. Accessed on: 17 Feb. 2015.

Brasília, a Unesco World Heritage Site since 1987, has been the capital of Brazil for over 50 years. According to the excerpt above, Brasília was

- a) built in 50 years.
- ☒ b) built in about 5 years.
- c) finished before its inauguration.
- d) designed by Juscelino Kubitschek.

- e) a project that Juscelino Kubitschek wanted to leave to his successor.

3. What is true about the following sentence?

"In 1956, Juscelino Kubitschek de Oliveira is elected President and creates the Company of Urbanization of the New Capital (NOVACAP)."

- a) It doesn't contain a passive voice structure.
- b) It doesn't contain an active voice structure.
- ☒ c) The doer of the action in "Juscelino Kubitschek de Oliveira is elected President" is not mentioned because it is obvious.
- d) The use of the simple present tense with a past time expression makes it an incoherent sentence.
- e) "Elect" and "create" are both irregular verbs.

4. (UNCISAL)

Since Charles Dickens's *Oliver Twist* _____ in the 19th century, it _____ millions of copies.

(www.wikipedia.com)

- ☒ a) was first published...has sold
- b) first has published...sold
- c) has first been published...has been selling
- d) is first published...is selling
- e) had first published...had sold

5. (UNICAP – PE)

Complete a frase com a(s) alternativa(s) correta(s).

"_____ pants over there are _____ but _____ jacket here is not. Is it _____?"

- a) Those / my / this / your
- b) These / my / these / your
- c) That / mine / those / yours
- d) This / your / that / yours
- ☒ e) Those / mine / this / yours

6. (UFT – TO)



Considering the sentence "They said the good news is that only 36,000 lost their jobs last month", if we change the pronoun they for he, the word their in the same sentence must:

- a) be replaced by his
- b) be replaced by hers
- c) be replaced by its
- d) be replaced by theirs
- e) remain the same

7. (UPE)

- What are _____ names?
- _____ is Michael and _____ is Hellen.

- a) their; His; hers
- b) your; My; hers
- c) yours; Mine; her
- d) your; He; my
- e) their; He's; hers

18

what's out there?



CAREER



CAREER



CAREER

©iStockphoto.com/Gajus



Get ready

- Look at the picture and the title of the unit. Then answer the following questions.
1. What do you plan on doing after you finish high school?
 2. What careers do you think are interesting?
 3. What is the secret to succeeding in life?

Also spelled: resume

The focus of this unit is on life after high school. You will read and discuss articles about what to do once you graduate and how to go about choosing the right career for you. You will also learn how to write a *résumé* that will land you the job you are looking for. This unit is illustrated by articles, photos, cartoons, and a graph. Without further ado, let's get down to business.

Connections

1. Read the definition of college degree. Then do the following activity.

Wagner de Souza, 2015 Digital



College degree: a document given to higher education students saying that they have completed a course of study. This degree allows them to perform jobs without which they wouldn't be able to.

2. According to this definition, which of the following occupations require a college degree of some sort? Check (✓) all that apply. Then listen and check your answers. 

- | | | | |
|-------------------------|-------------------|-------------------------|------------------------|
| (✓) agronomist | (✓) engineer | () subway operator | (✓) medical secretary |
| () hair stylist | () makeup artist | () farmer | (✓) biologist |
| (✓) plastic surgeon | (✓) architect | (✓) physical therapist | () telemarketer |
| () construction worker | () plumber | () politician | (✓) software developer |
| () machine operator | (✓) judge | (✓) scientist | () estate agent |
| () artist | (✓) professor | (✓) marketing executive | () receptionist |

3. Now read the descriptions and recommend one or more of the occupations listed in activity 2.

a) "I like to make people feel pretty and bring out the beauty that they don't think they possess."

hair stylist, makeup artist, plastic surgeon

b) "I like to be in touch with nature and I don't like to work indoors."

farmer

c) "I love to learn about the life of animals and plants."

biologist

d) "I love to share my knowledge with other people."

professor

4. Read the following excerpt and complete it with one of the occupations from activity 2.

My day starts early, as I aim to get to my first job by eight am. I work on a number of things, but battling with a blocked drain seems to be most common! I'll visit a mixture of commercial and residential customers throughout the day. [...] If I'm lucky, I finish by five or six pm, but if I'm on call, it's often much later.

My favourite thing about being a _____ is undoubtedly being out and about all day, seeing new places and meeting new people. The work takes me all over London, and the variety of jobs means it's hard to get bored. [...]

I also enjoy the technical aspect, as identifying a problem and working out how to fix it delivers a real sense of satisfaction. No job is perfect [...] and I don't really like having to deal with grumpy customers. [...]

5. Which of the occupations from activity 2 would you like to have? Why? Talk to a classmate about it.



Focus on listening



1. What do you want to do after you finish high school? Check (✓) all that apply, then discuss with your classmates.



- ☐ go to college
- ☐ go on a study-abroad program
- ☐ get a job
- ☐ learn a trade

- ☐ do volunteer work
- ☐ go backpacking around the world
- ☐ start a family
- ☐ try to make it in the music business

- ☐ become an activist
- ☐ get into politics
- ☐ learn to play a musical instrument
- ☐ join the military





2. Listen to an audio excerpt and identify its main idea.

- a) () The cost of getting a college degree
- b) () Living on campus & living off campus
- c) () The importance of getting a college degree
- d) () How much money college graduates earn



3. Listen again and select the option that correctly displays the order in which the benefits of getting a college education are presented in the audio excerpt.

- a) () Higher wages, better opportunities, personal growth, access to great teachers, and higher education.
- b) () Higher education, better opportunities, higher wages, personal growth, and access to great teachers.
- c) () Higher education, higher wages, personal growth, better opportunities, and access to great teachers.
- d) () Higher education, access to great teachers, better opportunities, personal growth, and higher wages.

4. According to the audio excerpt, what is intimidating about going to college? Check (✓) all that apply.

- a) () strenuous coursework
- b) () getting up early
- c) () juggling family and study
- d) () fitting in with peers
- e) () paying for it

5. For you, what is intimidating about going to college?

6. According to the article, North-American college graduates make nearly twice as much money as high school graduates. Do you believe this to be true in Brazil as well?

© Student/Dan Dobel



7. Look at the sentence taken from the listening and check (✓) the option that correctly states the word order after the adverbial expression not only.

"...**not only** *are you* more likely to land the job, but you'll probably make significantly more money than your peers who don't have a college education."

- a) () subject + auxiliary verb
- b) () auxiliary verb + subject

Pay attention!

When a negative adverb or an adverbial expression is used at the beginning of a sentence for emphasis, the word order after it will be that of an interrogative sentence. This is known as **inversion**. Study these examples:

- **Little** *did he know* about Sally's wedding.
- **Under no circumstances** *are you allowed* to see her.

In simple present and simple past affirmative statements, the auxiliary verbs **does**, **do**, and **did** are used in inversions together with the base form of the main verbs.

- They *watched TV* only last night. → **Only last night** *did they watch* TV.
- He *never watches* TV. → **Never** *does he watch* TV.

8. Keeping that in mind, rewrite the sentences below.

- a) I had never been to college before.

Never before _____
_____.

- b) She did not only get the highest grade of the class, but she also aced the test.

Not only _____
_____.

- c) He has never had a job interview.

Never _____
_____.

- d) Robert seldom calls in sick.

Seldom _____
_____.

- e) It was only after high school that my parents allowed me to get a job.

Only after school _____
_____.

- f) You are not allowed to plagiarize **under any circumstances**.

Under no circumstances _____
_____.

Under any circumstances becomes **under no circumstances** in inversions with negative adverbials.

Focus on reading



1. What questions should you ask yourself before choosing a career? Discuss with your classmates.
2. You are going to read an excerpt of an article about choosing a career. What questions does the article suggest we ask ourselves before making this choice?

"You can do anything you put your mind to." If you grew up in the late 80s or 90s, this is something you heard often either at home or on TV. And that's a good thing – much better, at least, than the "Get the highest paying job possible and count the days down to retirement" school of thought.

When your many years of education are behind you and it's time to actually pick what that "anything" is, both pieces of advice can be paralyzing (and depressing). For some, finding the right career is simply a matter of browsing through job ads. For many others, the process takes a lot of exploration, self-reflection, and a willingness to redirect when necessary.

Whether you're fresh out of college or a decade down the road, it's important to embrace the process full-on. These 5 crucial questions are a great place to start.

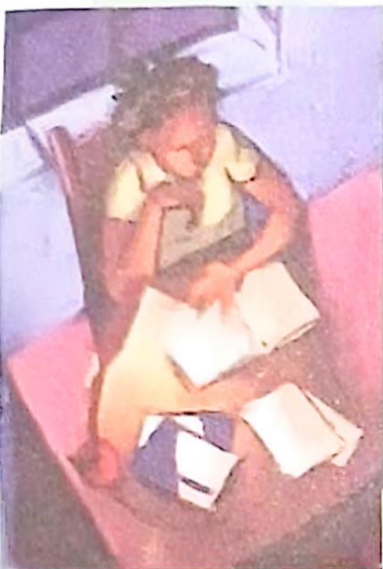
1. What am I good at?

Knowing what you're good at – as in, *really* knowing – can be more complicated than it at first seems. Essentially, this breaks down into:

- **What you're passionate about.** Don't confuse this with a bigger, more vague dream. Instead, do an inventory of pursuits both big and small that get you all fired up and have you losing track of time.

[...]

- **Tasks you do easily.** Sure, it might not be your life's dream to lead a group of people, but if you find yourself naturally stepping into leadership positions, you might just be management or classroom bound. [...]
- **What other people say you do well.** Most of us are shockingly poor judges of our own strengths and weaknesses, whether due to



Wagner de Souza, 2015. Digital



overconfidence or complete lack thereof. The younger you are, the truer this is likely to be, as you simply haven't had the breadth of experience to show you just where you thrive.

[...]

2. What locations am I comfortable living in?

This one isn't nearly as superficial as it sounds. Chances are, you're going to be sticking with your chosen career for a while, and that means heading where the jobs are. [...]

3. How much control do I need over my own time?

Some people love the structure of a corporate job; other people hate it. For the former, this is simply a question to check off and move on. For the latter, it's important to examine each potential career path with questions like:

- How much travel will there be?
- How much teamwork and meetings will be required?
- Are there opportunities to work from home either full or part-time?
- How flexible is the vacation policy?
- How strict are the hours? Will there be a lot of overtime?

[...]

4. Am I more introverted or extroverted?

Introverts and extroverts bring different sets of skills to the table. Extroverts will be miserable in a role that requires a lot of introverted skills, while introverts will similarly struggle when forced into an extrovert's shoes. A few things to consider in any given role:

- Amount of public speaking
- Pace and amount of deadlines and communication
- Amount of teamwork and collaboration with colleagues
- Degree of stimulation in the work environment
- Amount of off-work socializing required

[...]

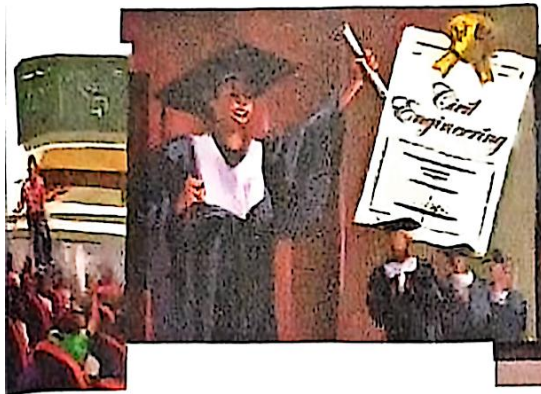
5. How much money do I really need?

For some people, million dollar dreams need to be million dollar realities before they're ~~satisfied~~. Other people are much more comfortable at lower income levels, just as long as certain needs are fulfilled. Artists, for example, might be okay scraping by as long as they can do what they love, while non-profit workers can make do with less as long as they feel they're giving back

[...]

ENNIS, Alyssa. *5 Questions You Must Ask Yourself Before Choosing a Career*. Available at: <<http://www.lifehack.org/articles/work/5-questions-you-must-ask-yourself-before-choosing-career.html>>. Accessed on: 2 Mar. 2015.

make do (to make do): manage, get by, survive.



o texto explora as formas mais comuns atribuídas ao dilema

Wagner de Souza, 2015. Digital.

3. Read the excerpt again and decide if the following statements are true (T) or false (F).

- a) () Finding the right career is difficult for everybody.
- b) () Most people have difficulties identifying their weaknesses and strengths.
- c) () The place where you are going to live is not important when choosing a career.
- d) () Introverts and extroverts can both perform the same jobs.
- e) () Introverts prefer careers with a great amount of off-work socializing.
- f) () Non-profit workers are interested in making a lot of money.

4. Choose the option that best replaces the word(s) in bold.

- a) "When your many years of education are behind you and it's time to actually pick what that "anything" is, both pieces of advice can be paralyzing (and depressing)."
 I. () select
 II. () avoid
 III. () understand
- b) "For some, finding the right career is simply a matter of browsing through job ads."
 I. () producing
 II. () looking through
 III. () breaking through
- c) "Whether you're fresh out of college or a decade down the road, it's important to embrace the process full-on."
 I. () with caution
 II. () happily
 III. () completely

d) "Essentially, this breaks down into:

- I. () falls apart
- II. () is divided
- III. () involves

e) "Don't confuse this with a bigger, more vague dream. Instead, do an inventory of pursuits both big and small that get you all fired up and have you losing track of time."

- I. () excited
- II. () disappointed
- III. () stuck

f) "Most of us are shockingly poor judges of our own strengths and weaknesses, whether due to overconfidence or complete lack thereof."

- I. () for it
- II. () of it
- III. () to it

g) "Extroverts will be miserable in a role that requires a lot of introverted skills, while introverts will similarly struggle when forced into an extrovert's shoes."

- I. () poor
- II. () starving
- III. () unhappy

h) "Artists, for example, might be okay scraping by as long as they can do what they love, while non-profit workers can make do with less as long as they feel they're giving back."

- I. () getting over
- II. () getting to
- III. () getting by

na qual, os artistas, por exemplo, preferem se estor com o equilíbrio fazendo trabalhos grandes e pequenos, gerando satisfação pessoal, não há um grande quanto, mas se sentir bem com o trabalho.

5. Use the words below to complete the following sentences.

thereof	miserable
breaks down	full-on
browsed through	scrape by
pick	fired up

- a) I felt so _____ before I decided to change majors.
- b) We had to _____ on very little money to be able to pay for your college.
- c) The representative of the graduating class gave a speech that got everybody _____.
- d) In the US, you don't have to _____ a major before you enter college.
- e) The professor _____ my paper and said it needed some work. She didn't even read it.
- f) If you decide to go to this college, _____ dedication is a must.
- g) Going to medical school _____ into work and study.
- h) Success, or lack _____, is entirely dependent on the decisions you make in life.

6. Now, answer the questions from the article. Then discuss with your classmates.

a) What am I good at?

b) What locations am I comfortable living in?

c) How much control do I need over my own time?

d) Am I introverted or extroverted?

e) How much money do I really need?



Research projects

Choose a professional whose career you admire and conduct an interview. Then organize your findings and present them to your class.

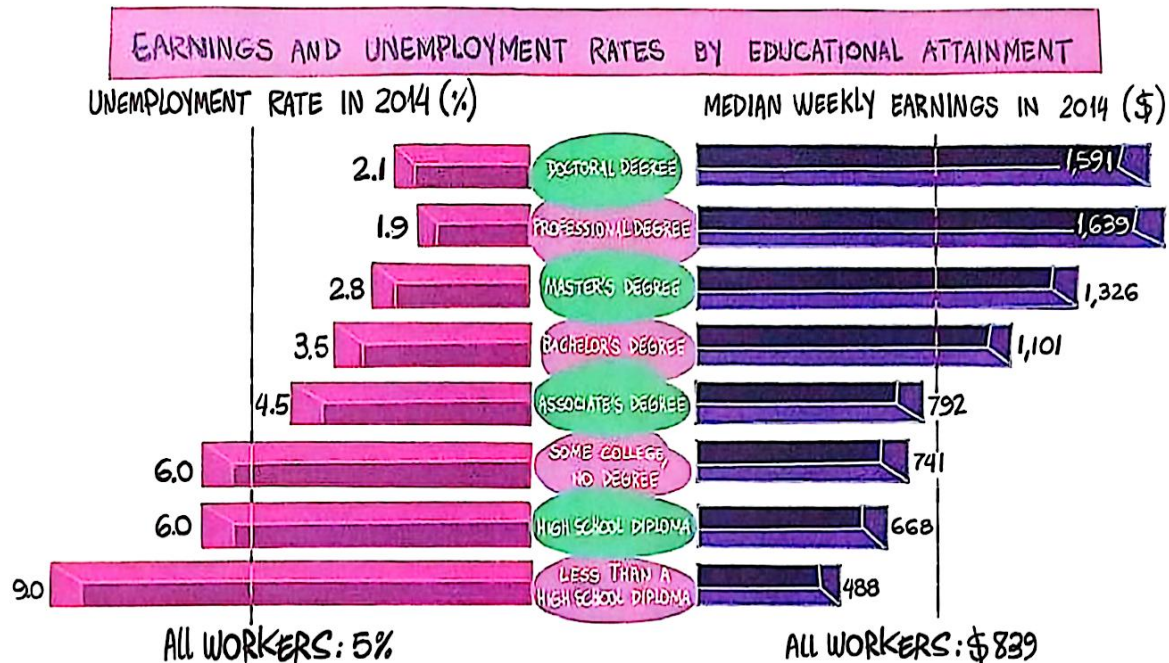
- What are the skills needed to pursue this career?
- How much training and education do you need?
- What are the hardships of your career?
- What is rewarding about your career?
- What are the prospects for this career in the future?
- Are there a lot of jobs available in the market?





Focus on speaking

Look at the following graph. Then, in small groups, discuss what conclusion can be drawn from it.



BUREAU OF LABOUR STATISTICS. *Employment Projections*. Available at: <http://www.bls.gov/emp/ep_chart_001.htm>. Accessed on: 7 May 2014.

Discursos relacionados

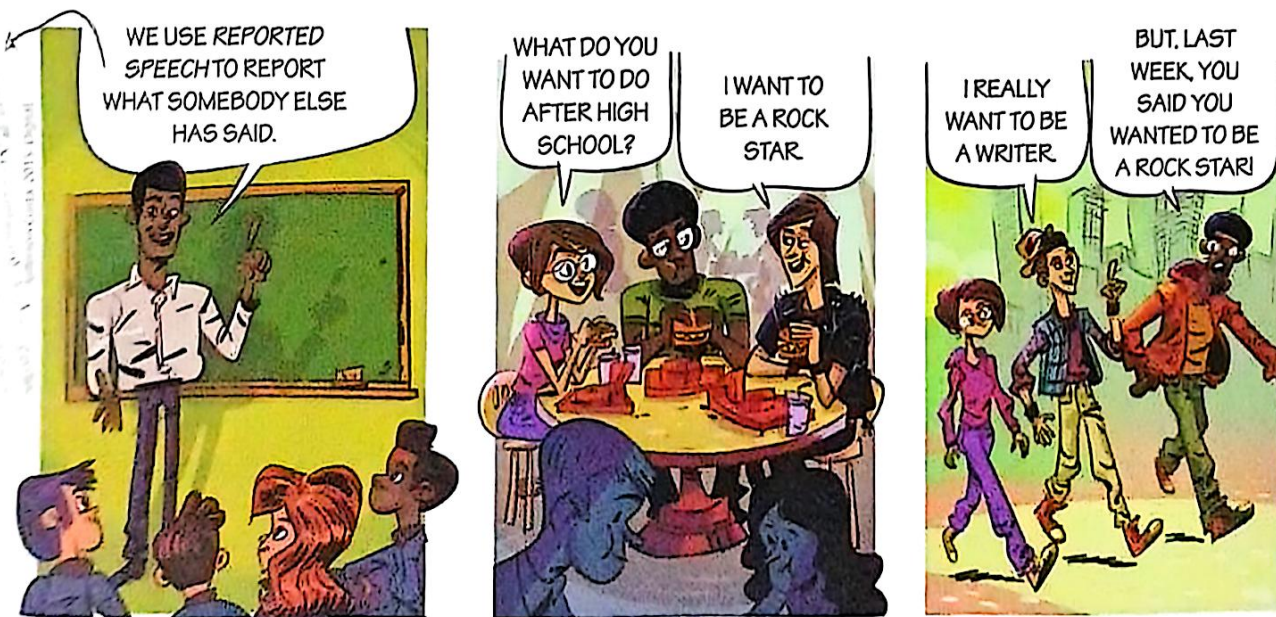


Focus on language

Reported speech

Leia o definição de discurso relatado e identifique um exemplo dessa estrutura no seguinte tiraquinho.

1. Read the definition of reported speech and identify an example of this structure in the following comic strip.



2. Look at the sentences in the table below and decide if the following statements are true (T) or false (F).

Direct speech	Reported speech
I am an engineering major. (Simple present)	He said <u>that he was an engineering major</u> . (Simple past)
It <u>is snowing</u> on campus now. (Present continuous)	He said it was snowing on campus then. (Past continuous)
I took Spanish in high school. (Simple past)	She said that she had taken Spanish in high school. (Past perfect)
We <u>were traveling</u> for a conference. (Past continuous)	They told us that they had been traveling for a conference. (Past perfect continuous)
I have taken a class with this professor. (Present perfect)	She told him that she had taken a class with that professor. (Past perfect)
I <u>had taken</u> good notes for the test. (Past perfect)	He said that he had taken good notes for the test. (Past perfect)
Peter <u>is going to</u> do an internship next summer. (am/are/is + going to)	He told me that Peter was going to do an internship the following summer. (was/were + going to)
We can study here. (Can)	She said that we could study there. (Could)
I will use my meal card in the cafeteria. (Will)	He told me he would use his meal card in the cafeteria. (Would)

- a) (✓) Say and tell are used as reporting verbs.
- b) (✓) Say and tell have different patterns. While say is generally used without a personal object (She said **that...**), tell usually takes one (She told **me...**).
- c) (✓) We usually shift verb tenses back in reported speech (for example, simple present goes back to simple past).
- d) (✓) Pronouns and adverbs do not change from direct to reported speech.
- e) (✓) That can never be omitted.

Pay attention!

- When the reporting verb is used in the present tense, the verb tense is not shifted back. Study this example:

HE SAYS HE WANTS TO BE AN ENGINEER.

Wagner de Souza, 2013. English



- When the information reported is still true, the verb tense may stay the same.

Study this example:

TEACHING IS A
FASCINATING
CAREER



Wagner-Schultz 2015 Digital

WHAT DID
SHE SAY?

SHE SAID
TEACHING IS A
FASCINATING
CAREER



- Past modal verbs and past perfect tenses do not backshift. Study this example:

IT WOULD BE NICE
IF YOU COULD
COME OVER

SHE SAID IT WOULD BE NICE
IF HE COULD COME OVER



3. Complete the following sentences using reported speech. Use backshifting if the reporting verb is in the simple past.

a) John, we're meeting this afternoon to discuss the paper for history class.

He told us that we were meeting this afternoon to discuss the paper for history class.

b) I haven't chosen a major yet.

Pamela says she hasn't chosen a major yet.

c) Elliott is a student from France.

Carmen said he was a student from France.

d) The professor explained the assignment in class last week.

Amanda told me she had explained the assignment in class the week before.

e) Cody works in the cafeteria.

Ruth said he works in the cafeteria.

4. Which alternative shows the following quote correctly rewritten in reported speech?

"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela

MANDELA, Nelson. Education quotes. Available at: <http://www.brwnyquote.com/quotes/topics/topic_education.html> Accessed on: 3 Mar 2015

- a) () Mandela said that education would be the most powerful weapon which you could use to change the world.
- b) () Mandela said that education was the most powerful weapon which we could use to change the world.
- c) () Mandela said that education had been the most powerful weapon which we could use to change the world.
- d) () Mandela says that education was the most powerful weapon which we can use to change the world.
- e) () Mandela told that education was the most powerful weapon which we could use to change the world.

5. Use the prompts to write reported sentences.

a) What do you want to do for a living?

My teacher _____.

b) Consider your interests when picking a career.

He advised her _____.

c) Don't try to be funny in your résumé.

She warned him _____.

d) How many letters of reference do I need?

Carlos asked the office worker _____.

e) When is the paper due?

She asked the professor _____.

f) Don't plagiarize.

He warned us _____.

g) Read chapter 22 for next class.

The professor told us _____.

Pay attention!

Reported speech is also used with questions and imperatives.

- With questions, the reporting verb used is *ask* and the word order is the same as in affirmative statements. In *yes/no* questions, *if* or *whether* is used.

What time does your class finish? → *He asked me what time my class finished.*

Are you a freshman? → *She asked me if I was a freshman.*

- With imperatives, we use a *to*-infinitive structure to report what has been heard or said.

Eat your breakfast and go to class. → *He told me to eat my breakfast and go to class.*

Don't miss the quiz. → *The professor told us not to miss the quiz.*

- While reporting imperative statements, *advise* and *warn* are commonly used reporting verbs.

Stay true to yourself. → *He advised me to stay true to myself.*

Stay away from the dog! → *She warned me to stay away from the dog.*

6. Fill in the blanks with said, told or asked.

- a) She _____ him if he could help her write a résumé.
- b) Bria _____ her mother that she was going to be late for dinner.
- c) I _____ that I wanted to change jobs.
- d) She _____ she didn't want to go to college, and now she wants to be a professor. Figure that one out!
- e) The professor _____ me what my major was.
- f) The interviewer _____ me that they would be in touch.

GRANDPA, I SPILT
SOME MILK ON
YOUR LAPTOP.

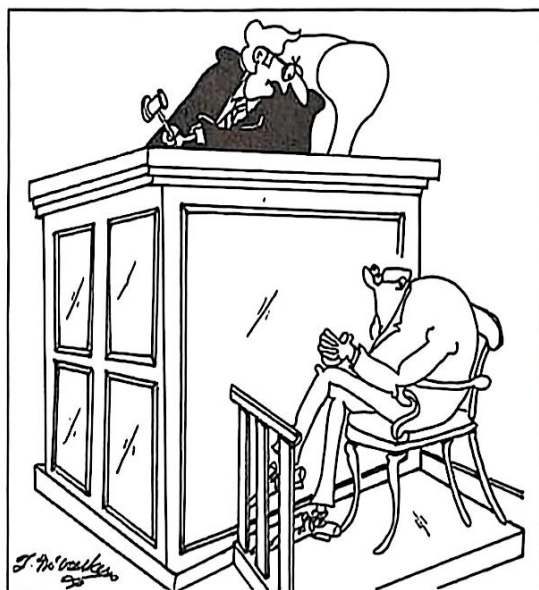
7. Check (✓) the option that correctly reports the kid's statement to his grandfather.

- a) () He told he spilt some milk on his laptop.
- b) () He said that he had spilt some milk on your grandpa's laptop.
- c) () He said that he had spilt some milk on his grandpa's laptop.
- d) () He told his grandpa he spills some milk on his laptop.
- e) () He said that he had spilt any milk on your grandpa's laptop.



© iStockphoto.com/muonika

8. What did Fred probably say to the judge back when they were in school?



CartoonStock/Theresa McCracken

"Remember me, Fred? I sat next to you in class. I'm the one you said would never amount to anything."

- a) () You amount to anything.
- b) () You would never amount to anything.
- c) () You will never amount to anything.
- d) () You can't amount to anything.
- e) () You will amount to something.

9. Report the conversation.



Wesley Souza 2013 Digital

10. "Robert asked Fran if she could work overtime that night" is correctly reporting the following question:

- a) () "Robert, did you work overtime last night?"
- b) () "Fran, are you working overtime tonight?"
- c) () "Fran, do you work overtime tonight?"
- d) () "Robert, will you work overtime every night?"
- e) () "Fran, can you work overtime tonight?"



Learning booster

1. Writing a résumé (CV) is an important part of job seeking. That said, what are the dos and don'ts of writing a great résumé? Discuss with your classmates.



2. You are going to listen to a career counselor advising Eric to write a great résumé. As you listen, complete the table with his advice.



- | | |
|---|--|
| • include family and friends for reference | • be verbose |
| • keep it serious | • use unprofessional fonts |
| • organize his work experience from oldest to most recent | • use a professional e-mail address |
| • lie | • use inappropriate pictures |
| • keep it short (try to write a one-page résumé) | • proofread it for spelling and punctuation errors |
| • be funny | • include failures or irrelevant information |

The career counselor told Eric to	The career counselor told Eric not to



Challenge yourself

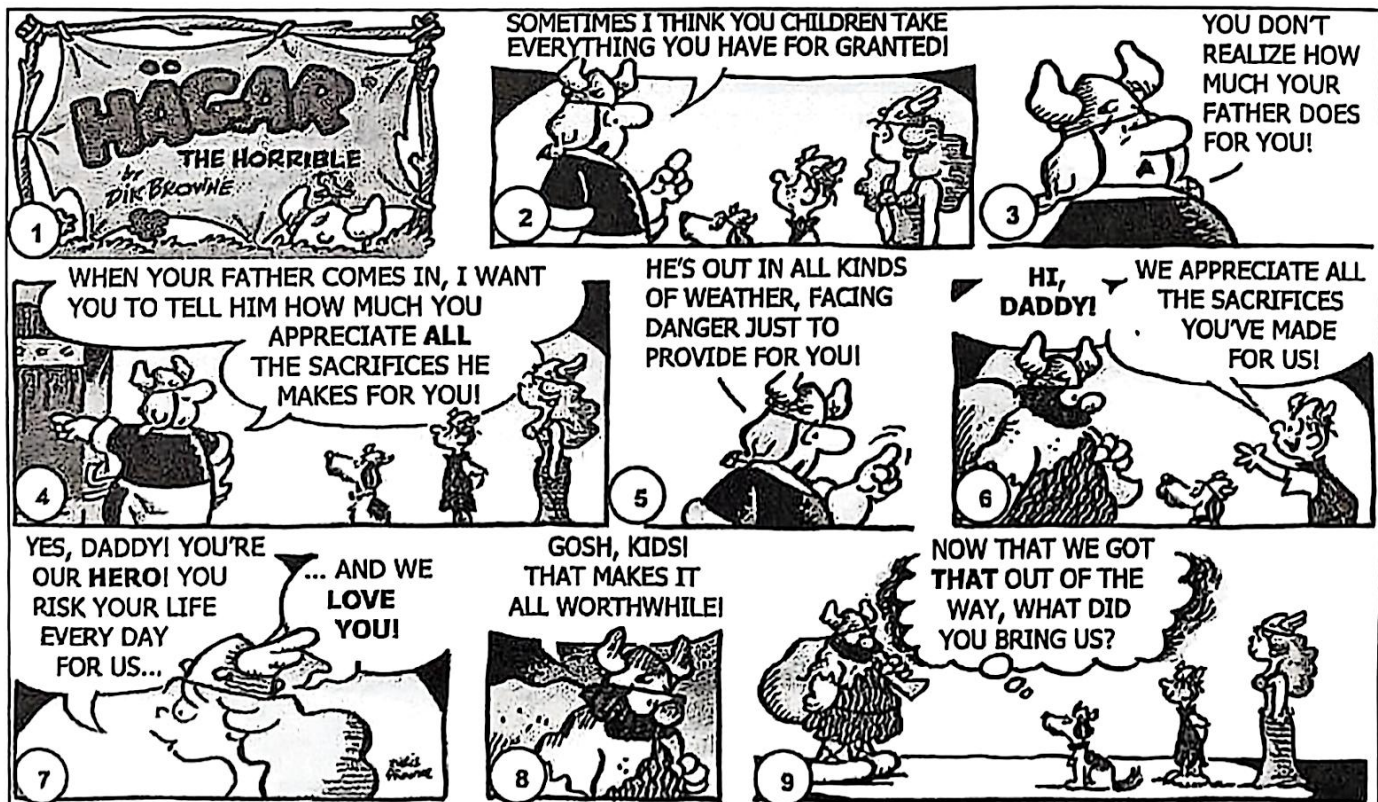
1. (UPE)

Rewrite the statement below in reported speech.

Ernest said: "My family is coming tomorrow morning."

- a) Ernest said his family is coming tomorrow morning.
- b) Ernest said his family will be coming tomorrow morning.
- ☒ c) Ernest said his family was coming the following morning.
- d) Ernest said his family would be coming the following morning.
- e) Ernest said his family would rather be coming the following morning.

2. (UFRGS – RS)



Considere a fala do menino no quadrinho 6: *We appreciate all the sacrifices you've made for us!*

Assinale a alternativa que preenche corretamente as lacunas da frase abaixo, que reescrevem em discurso indireto a fala do menino.

The boy said to his father that they _____ all the sacrifices he _____ for them.

- a) appreciate – had made
- b) appreciate – makes
- c) had appreciated – has made
- d) have appreciated – makes
- ☒ e) appreciated – had made

3.



"Alice, you ... you haven't CHANGED A BIT!"

Which option shows what they said to Alice in reported speech?

- a) They said that Alice changed a bit.
- b) They said that Alice will change a bit.
- c) They said that Alice didn't changed a bit.
- d) They said that Alice was changed a bit.
- e) They said that Alice hadn't changed a bit.

4. (URCA – CE)

Welcome to Britain

It was eight o'clock in the evening. I'd just arrived at Heathrow Airport with my family and we were exhausted after the long flight. We were going to stay in London for a couple of days before travelling to Dublin. Some friends of ours had told us to get a taxi to our hotel, so we went to look for one. The airport was extremely bright and modern, but as soon as we came out we found ourselves in a dark depressing area of car parks and bus stations. We couldn't see the taxi rank anywhere, so we asked someone to tell us the way, but he didn't speak English. Suddenly a big friendly-looking man came up to us and said, "Give me your cases. I'll take them to the taxi rank for you." I told him not to worry because our cases weren't heavy, but he just picked up my wife's case and told us to follow him. I told him to come back but he didn't stop. When we reached the taxi rank, he put the cases down and asked to give him ten pounds. I couldn't believe it. Ten pounds seemed ridiculous for just walking a hundred yards with one not very heavy case, but I was too tired to argue, so I took out my wallet. However, I only had a fifty-pound note.

I said, "I'm sorry, I haven't got any change." "No problem," he said. Wait here and I'll ask one of the taxi drivers to change it." He disappeared round the corner. He never came back, of course.

Read the story again. Number these sentences in the order in which they were said.

- () "Excuse me, could you tell us where the taxis are?"
- () "Follow me!"
- () "I think you should get a taxi to your hotel."
- () "Right, that's ten pounds."
- () "Sorry, I don't speak English."
- () "Look, I've only a fifty-pound note."

The correct order is:

- a) 1 – 4 – 2 – 5 – 3 – 6.
- b) 2 – 4 – 1 – 5 – 6 – 3.
- c) 2 – 4 – 1 – 5 – 3 – 6.
- d) 1 – 4 – 2 – 3 – 5 – 6.
- e) 2 – 4 – 1 – 3 – 5 – 6.

5.

TOP 10 TIPS

1. Keep it brief – less is more
2. Personalise it
3. Check spelling and grammar
4. Tell the truth
5. Don't leave any time gaps
6. Results, not description
7. Include a personal statement
8. Keep it current
9. Make it simple and easy to read
10. Use keywords

TOP ten tips. *Aspire igen*. Available at: <<http://www.aspire-1.com/careers-advice-cv-tips-top10.php?group=4>>. Accessed on: 8 May 2015

Based on the information provided in the box, which CV would be inappropriate?

- a) A one-page CV
- b) A CV that sounds real
- c) A CV that is written in standard English
- d) A CV that reads as a school paper
- e) A CV that can be read in a short time

Arte

Volume 9

